

IMPROVING STUDENTS' ABILITY TO COMPREHEND SPOOF TEXT USING RECIPROCAL TECHNIQUE

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Abstract: This research aimed to improve students' ability to comprehend spoof text using reciprocal technique. The writer applied classroom action research in three cycles. The subjects of this research were the eleventh grade students, science 2 class, in SMA Negeri 6 Pontianak, academic year 2013/2014. There were 36 students in that class, yet only 35 who came in the whole cycles were analyzed. The data was collected using observation checklist, field notes and written test. The technique applied in this research is the reciprocal technique which is consisted of predicting, questioning, clarifying and summarizing. It revealed that the students improved their score of the test. Students' average score in the first cycle was 64 which then improved in the second (77) and third cycles (83.1). There are three main features of the spoof text analyzed; main idea and detailed information, language features identification and the twist.

Key words: Reciprocal, Spoof text, Reading Comprehension

Abstrak: Penelitian ini bertujuan untuk meningkatkan kemampuan siswa untuk memahami teks spoof menggunakan teknik resiprokal. Peneliti menggunakan Penelitian Tindakan Kelas dalam tiga siklus. Subyek Penelitian ini adalah siswa kelas 11 Ipa 2 SMA Negeri 6 Pontianak TA 2013/2014. Ada 36 siswa, namun hanya 35 siswa yang mengikuti keseluruhan siklus yang akan dianalisis. Data dikumpulkan menggunakan ceklis observasi, catatan lapangan dan tes tertulis. Teknik yang diaplikasikan di penelitian ini adalah teknik resiprokal, yang terdiri atas memprediksi, bertanya, klarifikasi dan menyimpulkan. Hasil Penelitian menunjukkan bahwa nilai siswa meningkat di tiap siklus. Rerata nilai siswa di tiap siklus adalah 64, 77, dan 83.1. Ada tiga hal utama dari teks spoof yang menjadi poin penelitian, yaitu ide pokok dan informasi detail, identifikasi fitur bahasa, dan twist dari teks spoof.

Kata kunci: Resiprokal, Teks Spoof, Pemahaman Membaca

English is a language of the world; hence, mastering English is a must. There are a lot of books written in English; unfortunately, students do not have quite enough English ability that sometimes interfere their reading. When the demand to gain information through printed media becomes more and more important, especially in the rise of the globalization, reading becomes very important to get some information and gain knowledge all around the world. For these reasons, reading becomes the source of much of our vocabulary knowledge, writing style, advance grammatical competence and spelling. Reading is one of important skills for students that can help them in learning; it is the basis of nearly all learning process. Nevertheless, there are many skills needed in order to have a reading mastery. Teacher's role in reading is not to remind the students but to make the students having their own ability to read, especially to comprehend the text well. Duffy (2009) said "comprehension is the essence of reading because the goal of written language is communication of messages. If the readers can read the words but do not understand what they read, they are not really reading."

The aim of teaching reading comprehension to the English Foreign Language is refer to student get to know what text they read and get some information after they read the text. As a teacher should give facilitation what students need with the appropriate technique and instruction to organize the students enjoy in learning reading.

Reading comprehension is the ability to make meaning from the written text. In reading comprehension, the interaction between the writer and the readers is important. According to Klingner (2007) "Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)". The purpose of teaching reading comprehension is making students should be able to understand and get the information from the text given.

Based on writer's observation and initial interview to the English teacher of SMAN 6 Pontianak, Dra. Kristanti Diah, the students have difficulties to state the generic structure and language feature of text and they got confused about main idea and the end of story (twist) in spoof text. In one hand, students need to have certain skill to be able to comprehend the text. On the other hand, reading an English text requires them to have an adequate knowledge of the language and certain set of skills such as: past tense, action verb, adverb of time and place.

In addition, the writer observed the classroom activities and found some problems, thus: (1) the teacher did not apply any technique in the classroom. In the teaching learning process, teacher only explained about the generic structures and language features of spoof text and asked students doing some tasks and translating the texts; (2) the students were not interested when teacher explain about spoof text. Some students did not pay attention or lied down on the desk when the

teachers explain; on the other hand, during the discussion, more students paid attention to the classroom activities.

Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text which is structured by the use of four strategies: predicting, questioning, clarifying, and summarizing. According to Palinscar & Brown (1986), during reciprocal teaching, the teacher and students take turns assuming the role of teacher in leading this dialog, which leads to an interesting group learning experience.

Reciprocal teaching is a researcher-developed instructional technique designed by Palinscar and Brown (1984) to promote reading comprehension abilities for students. It means that teaching reading by reciprocal technique is important to help and improve student skills in comprehending text. According to Palinscar and Brown (1984) “reciprocal technique is a dialogue between teachers and students for the aim of jointly constructing the meaning of text.” Reciprocal Teaching is a cooperative learning method of improving reading comprehension that can also be used in individual tutoring/teaching. Kagan (1994) said “Cooperative learning is the most extensively researched educational innovation of all time. And the results are clear.” In reciprocal teaching a teacher and a group of students take turns leading discussions about specific segments of text using reading strategies of predicting, questioning, and summarizing.

In reciprocal teaching, the students read a text section by section, pausing to use four explicit strategies for comprehension. The learners take on roles related to these strategies.

The Predicting, this strategy focuses on the student to read with anticipation. Using information in the text and the student’s background knowledge about where the text is going, the student makes logical prediction of what will occur next.

Questioning strategy focuses on the student on asking questions regarding what they do not know or would like to know about the text based on what they have learn. The teacher should teach the students about questioning words.

In clarifying, this strategy directs the student to look for confusing parts of the text and helps the reader decide which “fix up” strategies to use. This strategy would make better understanding for students.

Last strategy is summarizing. This strategy focuses on the students identify the most important ideas in the text and condensing them to a sentence or two. So, the student can comprehend the meaning of the text easily.

In writer’s opinion, the strategies of reciprocal from predicting, questioning, and summarizing is suitable to help students comprehend the text, especially spoof text. The reciprocal technique is made to help the students comprehending the text easier, to improve students’ ability and to make English subject more interesting. The writer wants this research to improve students’ understanding of the spoof text. To gain such goal, the researcher will train the students to comprehend the spoof

text and help them finding the generic structure, language feature, and the end of story (twist) using this technique. When the students are able to comprehend the spoof text, it is expected that they can have a good understanding of the spoof text.

METHOD

This research used CAR (Classroom Action Research). The purpose of this research was to improve the quality of teaching and learning process. In this case, the writer wanted to improve students' understanding to comprehend spoof text of eleventh grade students of SMA Negeri 6 Pontianak by reciprocal technique using four strategies; predicting, questioning, clarifying, and summarizing through a classroom action research. The research was done on May 5th – 10th, 2014 for the first cycle, on May 12th – 17th, 2014 for the second cycle, and on May 19th – 24th, 2014 for the third cycle.

According to Kusumah and Dwitagama (2009), Classroom action research (CAR) is the research conducted by the teacher in his/her own class by planning, implementing, and reflecting and action in collaborative and participatory ways with the aim at improving performance as a teacher, so that the learning outcomes of the students can be increased. Classroom action research has typically three main characteristics (Nunan: 1992); (1) it is carried out by practitioners (classroom teacher), (2) it is collaborative, and (3) it is aimed at changing things. It means that classroom action research has some important definition to see, the first is it is aimed to change in educational context as it is an classroom action, and it is also participatory and collaborative in which teacher work together to examine their own classroom, and it is a research because it still collect and analyze data.

The followings are the detailed explanation about the procedures in the current classroom action research as well as researchers' activity during the processes.

1. Planning

It is a step of preparing the proposed instructional strategy to be developed in research to solve instructional problem. Both the researcher and the teacher planned a teaching activity to solve the problem in the classroom.

Researcher prepared everything she needed for doing the research including lesson plan for each cycle, supporting materials and tools for doing the reciprocal technique, and the instrument to collect the data such as field note and observation checklist table. In the each cycle, researcher provided two topics along its equipment, tools, and materials needed in those topics. Criteria of success to measure the effectiveness of the strategy were also decided in this stage.

2. Acting

It is the implementation of the strategy that has been planned. To act the planning, researcher collaborator with teacher conducted a research in the classroom where the problem were found.

Here, teacher acted as the one who taught the lesson that had already been prepare, while researcher acted as the observer that was also helped by the collaborators. Researcher filled the observation checklist table and also the field note, and then the collaborator helped the researcher to arrange the supporting materials for practice and doing the task using reciprocal technique in classroom.

In this case, teacher taught the students based on the lesson plan that had already been prepared. Before students practiced and did the task, teacher had to make sure that the students understood about how to comprehend the text using reciprocal technique or what they needed to do. Teacher also randomly decided assignments for pairs to do, e.g. odd rows do text 1, and even rows do text 2. After teacher gave the task for students, she helped the students in understanding it, especially by helping students to understand the difficult words in it and understanding the questions before they answer.

3. Observing

It refers to assess the success of the implemented strategy in solving the instructional problems. Researcher observed the class together with her collaborator in order to collect the data. The observation was done by using field note and observation checklist table when the teacher applied this technique, including the problem that found as well as the probable solution to solve problems.

4. Reflecting

It assesses the success of the implemented strategy in solving the instructional problem while in reflecting all recorded data are analyzed to decide how much the implementation strategy has effectively solved the problems.

After the three steps (planning, acting, and observing) were conducted, evaluation of the information or the data from the process of observation was analyzed by teacher, researcher, and collaborator. After that, they discussed the weaknesses of the teaching process and tried to overcome the problems. The result was used to determine the action for the following cycle.

FINDINGS AND DISCUSSION

Findings

After conducting teaching process using reciprocal technique for three cycles, students' score improved, especially in comprehending spoof text, main idea and detailed information of spoof text, language features and twist of spoof text.

1. Students' general achievement

In general, based on the data analysis, the writer found that reciprocal improved students' reading ability in spoof text. Predicting, questioning, clarifying, summarizing of reciprocal strategies helped the students in comprehending the text easily. Some students were being more active during the discussion, while some others needed encouragement before they were able to speak their mind. The followings are the activities of reading in classroom:

a. Predicting

This strategy could improve students' reading comprehension to identify the text through the questions asked by the teacher to help students get background knowledge of the text. In each cycle, some students were very enthusiastic and active to answer the questions. Predicting is important strategy how to find out the main idea and the characteristic of spoof text such as orientation, events, and twist. So, students could distinguish part of spoof text confidently.

b. Questioning

In questioning, students had opportunity to comprehend the spoof text easily. The teacher also asked students some questions related to the material that they learnt. In the first cycles only few students answers the questions because some students not focused when the teacher explained the material. Based on the problem, the teacher found the solution to solve the problem for the next cycle. In the next cycles there were many students understood who answered the questions. In this case, questioning is also important strategy for the students how to comprehend the text and to find out the main idea and detailed information in spoof text accurately.

c. Clarifying

The students improved their ability in comprehending spoof text used clarifying strategy. After the students used predicting and questioning strategies, some students still confused the meaning of the story what they learnt. Clarifying helped students understanding some points that they did not know. This strategy would make better understanding for students. In this strategy, some students shared their opinions with their pair to solve their problem to find out the language features of spoof text correctly. In the first cycle, some students still confused to decide the language features of spoof text. So, the teacher should help students to comprehend the language features to get better achievement for the next cycle. And in the next cycle, students started to comprehend the language features of the text accurately.

d. Summarizing

In the last strategy, summarizing is a strategy to find the important part in spoof text who understood the meaning of the text. The teacher helped students how to find out the twist of the text used summarizing strategy. After the students

used predicting, questioning, and clarifying to comprehend the text, students also summarized the text based on they have read.

To sum up, students' mean score of each cycle can be seen from the graph below:

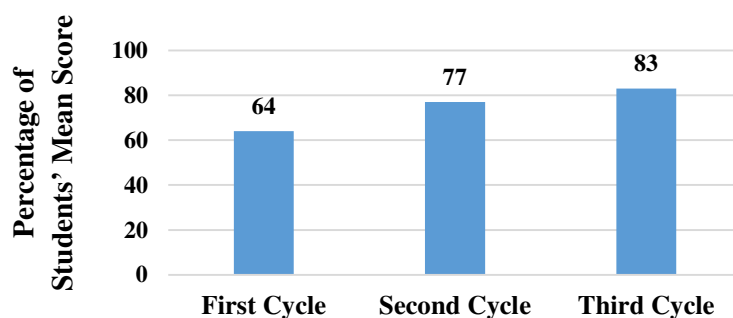


Figure 1. Students' Mean Score

From figure above, it can be seen that students' overall score was improved. . In the first cycle the students' mean score was 64 (poor), in second cycle the students' mean score was 77 (poor to average), and in the last cycle it rose into 83.1 (good).

2. Students' main idea and detailed information of spoof text achievement

Predicting and questioning of the reciprocal strategies used to comprehend main idea and detailed information. Predicting strategy was used to comprehend, especially, main idea of the text by the question given by the teacher. The students should find out the key point in the text to found the main idea. On the other hand, students also used predicting and questioning strategy to get the detailed information in the text. For the detailed information of the text, students answered the multiple choices given by the teacher. The improvement of students' ability can be seen from the figure below:

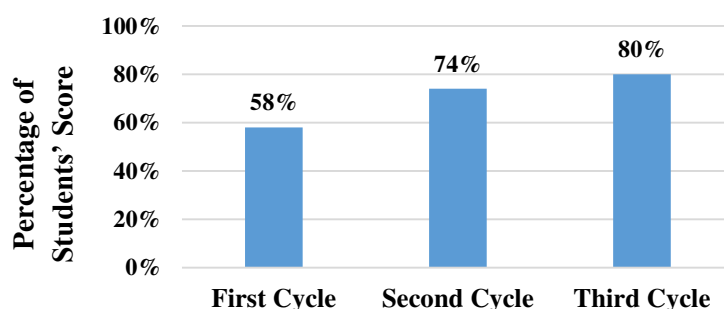


Figure 2. Students' Score on Main Idea and Detailed Information

From the figure above, it can be seen that students made quite significant development in understanding main idea and detailed information of spoof text. The progress is that they averagely scored 58% in the first cycle and improved it to 74% and 80% in the next two cycles respectively.

3. Students' language features of spoof text achievement

In specific, based on the data analysis, the writer found that the reciprocal technique improved students' ability in comprehending language features of spoof text namely past tense, action verb, and verb of time and place used clarifying of reciprocal strategy. In this case, the students could use clarifying of reciprocal strategy to comprehend spoof text easily. The teacher asked students to fill-in the table of language features of spoof text. They should clarify about the language features their pair stated which one is included in language features of the text. And then, the teacher also helped students to arrange correctly during the lesson. The improvement of students' ability to distinguish the language features of spoof text can be seen from the chart below:

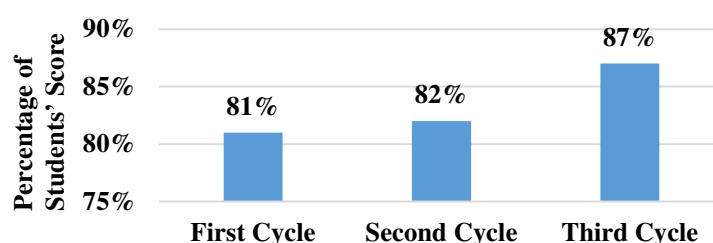


Figure 3. Students' Score on Language Features

Since the first cycle, it can be seen that in average students are able to distinguish the language features of a spoof text. Even though insignificant, their scores increased from 81% in the first cycle to 82% in second cycle and 87% in the final cycle.

4. Students' twist of spoof text achievement

In the last strategy, the students were encouraged to comprehend the twist of the text by summarizing it. The teacher gave instruction how to find out the twist of the text correctly. In the first cycle, students learnt to decide the twist of the text with their pair which one is the twist of the text. And then, the teacher helped students to find out the key point of the twist. After they decided, they had to rewrite the twist of the text in the last question. Therefore, the students not just read the text but also write the text. Students' achievement in each cycle can be seen from the graph below:

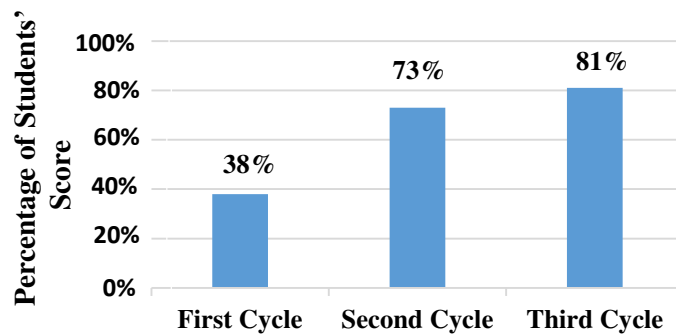


Figure 4. Students' Achievement in Deciding the Twist

In the first cycle, many students were confused about the twist of the spoof text, so they scored poorly (38%). In the second cycle, the improvement was showed. They scored almost doubled to 73%. In the final cycle, students became better to decide the twist part of the text and scored 81%.

Discussion

Reciprocal technique ensures the same accountability and the opportunities for the students in the teaching learning process. It can avoid the students that are passive in teaching learning process; for example when the teacher gave questions, only the smart students that answer. Besides that, Reciprocal technique is about how to comprehend spoof text very well. So, the high achievement students can share their knowledge and comprehension to the low achievement students. It will help the students by themselves through the discussion.

In conclusion, the research findings of the classroom action research were satisfying. The students' comprehension of spoof text is improved significantly by implementing the teaching technique.

CONCLUSION

Conclusion

Based on the discussion above, it can be concluded that reciprocal technique can improve students' ability to comprehend spoof text. There are four strategies in reciprocal technique which improved students' ability to comprehend spoof text. Students were able used reciprocal technique that indicated the students knew the main idea, detailed information, language features and meaning of the story in spoof text given. It means that reciprocal technique successfully solved the students' problem towards their understanding in comprehending spoof text. Reciprocal technique led to active participation of students in the learning process. This technique also made students' enthusiastic to learn and made the teaching and learning more interesting. The students kept improving step by step in each cycle

until they fulfilled all indicators of success. Finally, it is expected that this research can be a reference for English teacher to enhance their teaching technique variation to improve their students' reading comprehension.

Suggestion

Based on the data analysis, the writer would like to give some suggestions to improve teaching and learning reading comprehension as follow: (1) Reciprocal technique should be a technique for English teachers in teaching as it is useful to improve the students' reading comprehension of text, especially spoof text. Reciprocal technique can help the students in understanding the main idea, detailed information, language features and the meaning of the story (twist), the teacher should teach students how to write before she asked students to write the twist of story by their own word. Teacher also enriches the students' vocabularies, its help students to write by their own word. (2) The students should pay attention when the teacher explains the material, confident to share and answer some questions, learn more and ask what they do not know about the material given by teacher to increase their knowledge.

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